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ABSTRACT

The Assembly of Associations meets annually at the International Association of School Librarianship Conference (IASL) to exchange "grassroots" information about developments in school librarianship in the various countries around the world. Individuals were given questions that focused on: significant achievements in school library development over the past 2 1/2 years; critical issues facing school library development; and the role that IASL will play in helping resolve these issues. The information presented and reported in this summary represents the observations of the individual, with the first two topics addressed by country report and the third topic responses complied together. Additional material is included relevant to the roles and functions of the directors and regional associates, followed by reports for the Special Interest Group-International Development 1999 and 2000. A draft Directory of Contact Persons is provided. Twenty-six country reports are included in this document. (AEF)

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INTERNATIONAL ASSOCIATION OF SCHOOL LIBRARIANSHIP

29TH ANNUAL CONFERENCE
MALMO, SWEDEN
06 - 10 August 2000

Theme: ***"Do You Read Me? Information Literacy - Key to the Future"***

ASSEMBLY OF ASSOCIATIONS

08 May 2000

COMMUNIQUE 2000

(with supplements)

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Introduction

At the 29 th annual conference of IASL held in **Malmo, Sweden, Tuesday, 08 August 2000,** delegates from each country in attendance were invited to share information. The individuals were identified when they arrived at the conference, and were given the following questions:

1. Significant achievements in school library development over the past 2 1/2 years
2. Critical issues facing school library development today
3. What role do you see IASL playing in helping to resolve these issues?

The information presented and reported in this summary represents the observations of the individual. It should not be taken as an official association or government statement. For more details, readers are encouraged to contact the individual listed in the attached Directory.

For the purpose of this Communique, questions 1 & 2 as noted above will be addressed by country report. Topic 3 responses are compiled together.

Additional supplementary material has been added relevant to the roles and functions of the **Directors and Regional Associates.** President Blanche Woolls invited participants in the AOA to offer their services as Regional Associates.

The Reports for the **Special Interest Group - International Development** 1999 and 2000 have been included for your information. This SIG works closely with the Vice President - Assembly Relations. A draft **Directory of Contact Persons** has been provided for your use.

Special thanks to Dr. Rebecca Knuth who has chaired this work as Vice President - Assembly Relations. Welcome to **Sandra Zim** who will now be taking over this responsibility. She may be contacted at Sandra Zim, Subject Advisor, Information Literacy Skills

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This report has been compiled by Gerald R. Brown, Honorary Ambassador, IASL

EXECUTIVE SUMMARY

The Assembly of Associations meets annual at the IASL Conference. It's purpose is to exchange "grassroots" information about developments in school librarianship in the various countries around the world. On 08 May 2000 in Malmo, Sweden, such an opportunity was provided to representatives from 29 countries. The session was chaired by Gerald Brown.

The reports were energetic and spirited. Speakers spoke with concern and passion about their local and national situations, and appealed to the larger global body to "work together as a team" to help each other. The strong spirit of collegiality, development and support was felt in the meeting.

The topics considered were wide ranging and diverse. However, there were a number of commonalities. The following list attempts to categorize the issues.

1. Staffing; clarification of role and status in parent institutions; and recruitment issues

2. Training options, access to credit courses, and availability of instructors

3. Legislation and policy development: Unity of direction

4. Vision and Leadership / Unity of message / Priorities in Programme Development

5. Space needs for the changing concept of modern school library and information service needs

6. Information Literacy frameworks

7. Dedicated funding versus site-based management

8. Information Technology: Policy, Access, Training, Funding

9. Visibility for the profession

10. Publications and documentation of 'best practices'

11. Staff development opportunities and options, incl. Distance Education

In addition, the delegates posed a significant list of 39 ways they would like to see IASL become a more effective leader in the international field.

A full 50 page COMMUNIQUE has been prepared and will be distributed to each of the participates in the Assembly. Additional copies may be obtained from the Secretariat at cost. This document is the only one of its kind to provide such a comprehensive coverage of school librarianship around the world on an annual basis.

A draft Directory of Contact Persons has been prepared.

Sandra Zim, from West Cape, South Africa is the in-coming Vice President: Association Relations. She will co-ordinate the work of this Assembly for the coming year. She will look forward to maintaining the existing connections and developing contacts in other countries as well as with related organizations and agencies. Sandra replaces Dr. Rebecca Knuth in this position.

COUNTRY REPORTS

Australia

Reporting: Linda Langford, Access (Journal) Editor

Achievements

Federation of 8 school library associations: ASLA; ASLA-ACT; ASLA(NEW SOUTH WALES); SLANT (Northern Territories); SLAQ (Queensland); SLAT (Tasmania); SLAV (Victoria); SLAW (West Australia) and ALIA (Australian Library & Information Association.

+ Each association operates independently of the parent body, maintaining interdependency in initiatives such as: - national journal, - biennial conference

- national projects: CD-Rom, Videos, "Learning for the Future" revision
- federal government lobbying issues -teleconferences
- annual Federal Council meetings with councilors from each association.

+ Individual associations promote exceptional professional development activities characterized by the need of local members:

+ Libraries on the move; - Working with local government; - Liaison with professional unions; - Seminars, full day workshops and institutes; videoconferences; association wide conferences.

+ ASLA has contributed widely on the international level through:

- sponsoring a smaller nation in the Pacific Rim, by paying the IASL fees
- providing an international teacher-librarian exchange program, with financial supports
- providing a professional assistance award up to $ 5,000
- maintaining a website: www.asla.org.au
- encouraging teacher-librarianship training through excellent courses, in person or by distance education, which have been accredited by the second professional library association- ALIA.

Issues:

ASLA faces many of the same issues that were presented by other countries... staffing, funding, programme, teacher education. The roots seem to be in societal understanding of information literacy as the underpinning concept of knowledge economics.

Austria

Reporting: Johanna Hladej
National School Library Service. Membership: 1500

Achievements:

+ establishment of 1500 school libraries in Austria
+ cooperation with public libraries is developing
+ an on-line catalogue is now established.

Issues:

ICT should be trained as a special subject in school.
The school library is the individual workshop for students and teachers.
They should be seen there at work.

BOTSWANA

Reporting: Margaret Baffour-Awuah
Botswana Library Association. Educational Libraries Committee

Achievements:

+ The Botswana National Library Service which has responsibility for library services national wide continues to extend the Primary Book Box programme at roughly 3 new points per year. It now supports 264 participating primary schools.

+ The training of teacher-librarians has moved away from the thrice a year large workshops, to more school-based training projects. Primary teachers who are involved in the PBB service at the grassroots level are now accepting the concept and beginning to set up small libraries in their schools, even in storerooms. Library corners continue to flourish in classrooms. School personnel are being encouraged to form clusters that work together and support each other in their projects.

+ The National Library Service is now automated. The impact on all service points is a benefit to Educational Libraries Division. There is a gradual breakdown of barriers between community, primary, junior and secondary school libraries.

+ The Task Force working on the Implementation of the Revised National Policy (1994) is making some progress. A VISION 2016 document will be released shortly.

Issues:

- Need for automation of all secondary school libraries
- Need for policy guiding for automation and related re-training
- Need for extension of integration of qualified staff for all secondary school libraries
- Need to speed up implementation of the implementation of the Revised National Policy

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CANADA

Reporting: Dianne Oberg

Canadian School Library Association	Membership: 280
Association for Teacher Librarianship in Canada	Membership: 300

Achievements:

+ National Symposium on School Libraries, sponsored by National Library of Canada, and the two associations, along with the federal Literacy Secretariat. New National Librarian showing serious interest in school libraries.

+ Wide variation across country in employment of teacher-librarians... some increasing; others cutting back. Role of technicians, clerks, and volunteers in libraries is a concern.

+ Extension of training programmes by Distance Education recognized

+ Many schools are connected to the Internet; many teacher-librarian are leading the way in learning how to plan, teach and work effectively with technology

Issues:

- inequities in resources available to school libraries between, and within provinces. no national education body

- no current standards (except for teacher-librarianship competencies0

- many people working in school libraries lack formal training
- lack of co-ordinated action between 2 national bodies and provincial associations, each of which publish their own journals, most maintain their own websites, and most operate independent conferences, seminars and workshops.

DENMARK

Reporting: Gert Larsen
Danish Association of School Librarians. Membership: 2200

Achievements:

+ The Education Act says that all librarians in Demark in primary schools and lower secondary schools (called Folksholan) shall be teacher-librarians; and that every school must have a school library.

+ A new Labour Agreement was initiated at the beginning of this school year and says that the work in the school library is considered as educational work, and that the lessons in the school library are equal to other educational tasks in the school.

+ These years school libraries in Denmark develop to pedagogical centres with responsibilities for all kinds of information media and information skills. School Libraries shall develop to multi media centres for seeking, processing and communicating information.

+ That means that school librarians, ICT Advisors, Media Specialists are working together in a team in the school library.

+ A new VISION from the Ministry of Education says that with in a few years the school library - the pedagogical centre - shall also be in front in the pedagogical development of each school.

+ The Ministry supports development of the school libraries with a large annual amount. In the next year they intend to support / focus development of the following items:

- school libraries at schools for only tenth grade students
- cooperation between the school library and the school leaders
- new buildings and renovations of existing school libraries
- additional learning materials
- teambuilding in the school library staff
- the municipality school library office as the administrative and innovative backup for the school libraries

+ In October of last year, Mr. Larsen retired as President of DSA after seven years. Today he takes care of the international work of the Association, and is attached to the organization as a specialist in employment matters.

+ DSA is still a very strong organization with 2200 members, which publishes its own magazine nine times per year, publishes books, and exerts great influence in school library matters.

ETHIOPIA

Written information provided by Solomon Zewedie

Achievements:

+ The Committee for the Development of School Community Library for Children has been able to translate the IASL Policy Statement on School Libraries to Amharic, the national language of Ethiopia. They have also translated to Amharic the UNESCO Public Library Manifesto and the UNESCO School Library Manifesto. These documents will be distributed widely

FINLAND

Reporting: Liisa Nunikangas
Finnish School Library Association Membership: 80

Achievements:

+ In educational legislation and in library legislation, there is mention of information skills. This obliges all levels of educational administration to give them consideration.
+ There is a Working Group in the Ministry of Education
+ The new School Library Vision is formulated in education, training and research in the Information National Strategy 2000 - 2004
+ Visible examples of modern school libraries are being developed

Issues:

- Lack of respective civil servants at the national level
- Lack of modern school library vision at all levels of education
- Controversial attitude of Finnish Library Association towards school libraries
- Lack of suitable training for teacher librarianship
- Need for more regular newsletter publishing for school libraries in Finland

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GERMANY

Reporting: Guenter C. Schlamp
LAG Schulbibliotheken (in Hessen) Members: 200

Achievements:

+ The LAG is an NGO, and a study group which is able to exert considerable influence on the Ministry of Education in Hessen. They have a very good working relationship.
+ Cataloguing software for all 2000 schools is now available, and in use in about 500
+ Climate for slight interest shown in school libraries after times of oblivion.
+ There is a website, a mailing list and a booklet related to school librarianship

Issues:

- No legislation; school libraries are not mandatory in schools
- No categorical funding from the national body, as local authorities make these decisions
- Depending often on parent volunteers and teachers who are interested in giving extra time.
- Some schools have Charter Librarians, who are not trained in school librarianship, and occupy a role separate from the teachers

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ICELAND

Reporting: Maraget Bjorinsdottir

Achievements:

+ In 1998, the Ministry of Education adopted a new set of curriculum for all school levels. Information literacy was included in these documents. Decisions about developing school libraries varies according to the districts.

+ In Reykjavik there is going to be a professional teacher-librarian and one assistant in each school this next term. This staffing is not the case in all other districts. In high schools there is often just one professional librarian in charge. Most schools in Iceland have Internet access.

Issues:

- Currently there is no instructor in school librarianship at the university, nor in the teacher training institutions.

- No regional or district support services in cataloguing and classification or related services outside of the capital city.

JAPAN

Reporting: Kazuyuki Sunaga

Achievements:

+ In 1998, there was a national project for training courses for teacher librarians started. These courses are also offered on air, and with video services. They are training about 10,000 candidates for teacher librarians every year across the whole country.

Issues:

- The training courses are not extensive enough; they do not have enough time. Many courses are only one or two weeks in duration.

- Japanese teachers need more opportunity to develop the knowledge and skills needed in a modern school library programme.

- There are about 70 universities, and only a few institutions have training centres.

MALAYSIA

Reporting: Diljit Singh

Achievements:

+ A recovering economy in the nation is encouraging to education
+ Significant increase in the use of IT in education
+ Development of 'smart' school libraries
+ Preliminary steps towards formation of a national school library association

Issues:

- Lack of unified direction
- Lack of training among school library personnel
- Lack of research

NETHERLANDS

Reporting: Lourense Das
Association: LWSVO Membership: 400

Achievements:

+ Implementation of more school libraries in secondary schools, due to a new learning philosophy
+ Self-tuition for pupils from 15 - 18 years.
+ We have a newsletter four times per year

Issues:

- Over valuation of the Internet
- Not enough qualified professional school librarians available
- Lack of money for facilities and materials.

NEW ZEALAND

Reporting: Jill Stotter
Association: SLANZA Membership: 250
School Library Association of New Zealand Aoleava

Achievements:

+ Establishment of a National Association SLANZA
+ Organizing the 2001 IASL Conference in New Zealand

Issues:

- Well trained staff, both teacher-librarians and school librarians, who also represent the Maori and Polynesian backgrounds in the communities
- Need for professi8onal library staff to build partnerships and profile with their schools
- Continue lobbying government for increased salaries and improved working conditions for all school library staff
- Keep reminding government about the role of school librarians in all areas of the curriculum, through SLANZA lobbying
- Organize a quality conference that will meet member needs
- Publish conference papers and research forum papers that support school librarianship

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NIGERIA

Reporting: Susie Gamba
Additional written report by David F. Elaturoti, Executive Secretary
Nigerian School Library Association Membership: 200

Achievements:

+ The NSLA celebrated its 21 st anniversary in October 1998, with a conference and launch of a book titled "Nigerian School Librarianship: Yesterday, Today and Tomorrow"
+ The NSLA has chosen the theme for its 16 th conference to be" Effective School Library

Service for the Successful Implementation of the Universal Basic Education Programme in Nigeria", which is scheduled to take place in the University of Nigeria, Nsukka from October 23 - 26, 2000. The Proceedings from this Conference will be published.

+ There is a Library component in the on-going World Bank Assisted Primary Education Project whereby library materials would be provided to focus schools. Susie Gamba co-ordinates this work.

Issues:

- School libraries are almost non-existent in Nigerian primary schools.
- Lack of qualified library personnel in most schools
- Lack of sufficient relevant materials
- Lack of budgetary provisions for school libraries

POLAND

Reporting: Bogumila Staniow

Association: Towarzystwo Navczycieli Bibliotharzy Szkol Polskich

Achievements:

+ We have a good legacy in the Library Act: "Every school must have a library".

+ We have a good system of educating teacher-librarians (5 years or 2 + 3 years master studies), modern programmes, a lot of practice and IT.

+ School libraries are more and more computerized (MOL system), in many of them Internet is accessible (We have proposed "Internet in every school".)

+ From 1999, "Library and Media Education" was included in the curricula of all school subjects

Issues:

- Low budgets (school authorities spend the money on different goals)
- There is no network between school libraries (in spite of using the same software)
- No central mailing out of library materials - every librarian must do everything himself: buy, classify, catalogue, automate.
- Too little cooperation between school librarians and teachers

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PORTUGAL

Reporting: Elsa Conde

Achievements:

+ Implementation of the School Libraries Net programme

+ Support to the creation of development of 731 school libraries of different levels of teaching according to new principals and functioning rules

Issues:

- Training of human resources
- Low budget to cover all needs
- Integration of information skill sin curricula and teachers' practices

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RUSSIA

Reporting: Olga Gromova / Elene Ivanova
Association: Russian Library Association, School Libraries Section
Membership: 15

Achievements:

+ The establishment of the School Librarians Section within the Russian Library Association.
+ The starting of a professional newspaper "Biblioteka v shkole (The School Library) in Moscow.

Issues:

- The school librarian's status in the school and in the library community at large
- Technical equipment and acquisition programmes
- Education of school librarians

SINGAPORE

Reporting: Ng Bing Tang

Achievements:

+ Formation of a School Library Service Directorate in the National Library Board to plan and monitor the development of school libraries: primary, secondary and junior colleges in Singapore

Issues:

- Human resources to run the school libraries effectively and efficiently

SLOVENIA

Reporting: Stanislav Bahor
Union of Associations of Slovena Librarians, School Libraries Section.
Membership: 1200

Achievements:

+ Improvement of status - school librarians have the same status as the teachers, social workers,)
+ School library has a very important place in the curriculum
+ Planned automation of school libraries in progress
+ Each new school librarian must have high education (Faculty of Librarianship_ and special exams by Ministry of Education, held by library specialists from the National Library.
+ We publish a journal four times a year, and a month newsletter.

Issues:

- Because of the growing number of pupils, school libraries are having space problems
- Budgets for school libraries is still a part of the school budget and not exactly defined, so it depends on the level of money for library from the principal and librarian's activities
- Not all staff has proper educational qualifications.

SOUTH AFRICA

Reporting: Lyn Metcalfe
Association: LIASA: Library & Information Association of South Africa
School Library Interest Group

Achievements:

+ 1999 - initiation of an Interest Group for School Libraries as part of LIASA (National School Library Association)
+ Need voiced for the establishment of a national school library associations (ISASA Conference this year of independent school librarians)
+ Development of national Policy Framework for School Library Standards & Implementation Plan
+ Establishment of SCHELIS (Standing Committee of Heads of Education Library & Information Services) to plan for school library development (since 1997)
+ Swedish / South African Project (BIS/LIWO) which has mobilized the development of 'best practice" models of school libraries in all nine (9) provinces and facilitated national / provincial interaction.
+ Process of establishing a national framework for Information Literacy in teacher development
+ National audit of school libraries done in 1999

Issues:

- Lack of dedicated funding at national and provincial levels for school library resources in context of site-based management of schools.
- Lack of teacher-librarians in existing libraries (right-sizing)
- Lack of school libraries in many schools, and understanding of their need
- Need for training of teacher-in-charge of libraries
- Need for development of national policy for Information Literacy Skills and integration into new curriculum
- Delays in appointments in provincial structures
- Lack of ICT development as integral to school libraries (ICT is seen as separate need)

SWAZILAND

Reporter: Thomas Adigun
No association

Achievements:

+ Increase in the number of books supplied to school libraries by the Ministry of Education and the book assistance received by schools from Fundza - anon-governmental organization in Swaziland.

+ Increase in the number of teacher-librarians trained by the University currently between 40 - 45 Bachelor of Education students per year.

Issues:

- How to make computers and other information technologies available to school libraries
- Adequate manpower to do the training in Information Technology for School libraries, including the design and management of school library web pages
- Training in methodologies on how to teach with technology

SWEDEN

Reported by Ann Wiklund
Swedish National Agency for Education

Achievements:

+ In Sweden, we can now see that the school libraries more and more change their role from 'room for books' into tools for learning.
+ We can also see a growing interest in discovering such things as the learning process, lifelong learning and language ability in a broadened concept.
+ It will take time. It is the communities who have the responsibilities for the school libraries.
+ The number of librarians working in schools in Sweden is growing, but we have no special training programmes for school librarians.
+ Depending on economic reasons we have more and more libraries with two functions - as school libraries and as public libraries. We are not sure that this is a good evolution.
+ We need more understanding, knowledge, respect and co-operation between teachers and librarians.
+ The Swedish National Agency for Education has this year begun a development project - The Language Room. The task for the project is to stimulate the integration between the school library and the teaching staff. All to improve the teaching development for children and young people. To show why this is necessary if the students will be able to meet a new way of learning and a much more diverse society.
+ We cooperate with other projects such as "Culture and Learning," "The Swedish School-Net' "Check the Source', and "national Programme for ICT in Schools.'
+ Each school library is the head master's responsibility. His or her responsibility is also to create functional and working environments in the school to stimulate the wish to reach new and more knowledge, as well as to read and write. All the cost for the school library and school librarians is the responsibility of the head master.
+ The work in Swedish schools is guided by a national curriculum. The local Education Authority creates a plan for education for the municipality.

TURKEY

Reporting: Inci Onal
No association

Achievements:

+ Schools are required to have a library room.
+ School library issues have begun to be discussed following practical courses for people who work in school libraries in cities such as Ankara, Mersin, Bursa, Istanbul, Trabzon, Rize.

Issues:

- Update the policies governing school libraries that the Ministry of Education enforces in line with IFLA School Library Manifesto
- Training of school librarians. There are very few trained people in the country now.
- The issues of status, pay and role need to be addressed

UNITED KINGDOM

Reporting: Kathy Lemaire
The School Library Association Membership: 3,500

Achievements:

+ Government funding for ICT - training for teacher-librarians as well as teachers
+ Recognition of the role of the school library in supporting literacy initiatives, e.g. National Literacy Strategy and National Year of Reading.
+ Funding, mainly only in England for books to support the literacy initiatives
+ Publish a quarterly newsletter, a journal and a variety of publications for sale
+ Web site is: www.sla.org.uk
+ change of office address

Issues:

- Lack of statutory status of school libraries
- Lack of joint librarian and teacher training
- Lack of qualified staff in school libraries, and status for those who are qualified
- Lack of national standards, except perhaps in Scotland, for school libraries
- Creation of Scottish Parliament, Welsh Assembly and Northern Ireland Assembly now means for bodies for which advocacy needs to be done separately

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UNITED STATES OF AMERICA

Reporting: Jean Donham
American Association of School Librarians Membership:

Achievements:

+ Publication of "Information Power" , 'Standards for Information Power", and Nets
+ Publication of rubrics for programme evaluation
+ Research in student achievement and its relationship to school library programmes - Lance
+ Development of standards for National Board Certification for School Librarians (Teacher Standards were already in place.)

Issues:

- Recruitment / retention of school library personnel
- State requirements changing - e.g. Iowa no longer mandates school libraries
- Trend toward state-wide testing for both teaches and students
- Need for faculty in schools of Library and Information Science
- Filtering recommended by political entities

ZIMBABWE

Reporting: Scolisiwe Ngwenya and Richard Chirume
Zimbabwe Library Association Membership: 150

Achievements:

+ The educational delivery system has been put under intense pressure to provide an efficient and effective learning through the provision of support services like libraries and audio visual services.

+ The Bulawayo Public Library has a mobile library book bus in and around Byo, and this is limited to those that can pay a subscription. Most families cannot afford the chance to read due to poverty. Another library service to school children has been the municipal library services in both Bulawayo and Harare.

+ Pamphlets are published quarterly and distributed to other librarians.

+ ZLA has put in place a separate strategy to supplement individual efforts by hosting workshops that seek to train school librarians.

+ We thank exchange partners and the IASL who from time to time affords us chances to put to a wider world, our shortcomings. We hope that forums like "The Forum SYD "Sweden" will open up for further contacts and building up bridges across potholes of civilization and seas of ignorance and poverty.

Issues:

- Since independence, the number of schools being built has trebled with over four million children attending school. These schools are run by different authorities ranging from government, church-related, and private.

- The library development is uneven and in some schools especially in rural schools any talk of a library is like speaking about going to Mars. A child never sees any other books besides a classroom textbook, which she/he shared with other children under a watchful eye of a class teacher.

- The National Library and Documentation Services - a public library service - does not cater to primary schools. Under funding has ha a major impact on book delivery system to secondary schools which over the years had been privileged to have a postal service extended to them.

- Most books that are in the libraries are very old, torn and outdated to be relevant to any curriculum. However, if they are weeded, there will be nothing on the shelves in their place.

- In high-density suburbs the municipality library service is the only viable library service. Most schools have bookrooms, but there are no personnel to manage them. The majority of the books stocked are donated books.

- The government Schools Service has been discontinued, and the post of a schools librarian has since the rationalization programme been established.

Not all countries presented written reports, and therefore they may not be represented in this Communique.

What role do you see IASL playing in helping to resolve these issues?

1. As a group of associations, the established ones should contribute actively through their knowledge, ideas, activities, publications as leaders / mentors for developing organizations. Established associations could help beginning ones, and nurture leaders where there are no associations at present.

2. Provide leadership in working towards an international teacher librarianship education program.

3. Develop the UNESCO manifesto into a poster, chart, etc in several languages that can be distributed widely, and used as a fundraiser.

4. Introduce a European mailing list, listserv, 'chatroom' in English. If other languages are used, then members should be called to translate.

5. Advice and assistance in ICT development, and training of personnel

6. Help to set up regional IASL units

7. Hold conferences in Developing Countries too, to help them influence their administrators about what school library programmes are all about, and what is needed at the Ministry, Regional and local levels.

8. Continue to enable sharing of research and practice through the Conference, Newsletter, Journal, website and publications

9. Facilitate building of personal networks for support, encouragement and collegiality

10. Play a more visible role in the various countries, esp. with Ministries of Education

11. Encourage well established associations to involve themselves with associations or groups in developing countries.

12. Arrange for job swaps between school libraries in various countries

13. Develop and promote a series of lectures for school librarians with speakers who can inspire and motivate.

14. Maybe it is necessary to build a semi-independent regional structure making the associations in the region responsible for their own seminars and conferences

15. Consider developing divisions for various kinds of librarians: primary school, secondary school, university and teacher education institutions

16. Promote its principles and services more widely. A worldwide school library organization should

have more than 800 members.

17. Create global alliances and partnerships with different organizations and associations who are also stakeholders in education.

18. Provide information about funding sources, funding for research, and funding for professional development

19. Take a more active role in raising awareness in education circles and library circles about the role and function of a modern school library programme.

20. Consider developing some guidelines, and accreditation standards for the programme and course content, scope of courses, and methodology used in school librarianship training at various levels.

21. Consider developing some accreditation standards for Distance Education courses in school librarianship education

22. Provide opportunities for study visits by senior policy makers through a major body, e.g. UNESCO

23. Develop a deeper awareness among association leaders that the issues faced in developing countries that are different than those in countries where there is one common language, and where there is a developed economy and infrastructure that leads educational change.

24. Better publicity about the content, purpose, and success of this conference in educational and library magazines in all parts of the world. This was a terrific learning experience.

25. Advertise the next year's conference with articles in educational and library magazines in all parts of the world. Try to get policy makers to attend, or at least be aware of the conference and the association.

26. Provide support for national associations: contact, leadership, documentation, advocacy

27. Ensure that an 'International" voice is heard more clearly

28. Promote an international commitment to 'best practices', i.e. partnerships between teachers and school librarians to improve student learning and be positive 'change agents' in schools.

29. Encourage the connection of people from different countries... at the conference using a mentor system, electronically using buddy systems for beginners, and by matched interests

30. Compile the standards documents from various countries in to an international document.

31. Continue the idea of an Institute connected to the conference, with sponsorship if possible

32. Consider organizing a credit system for the Institute with a local university, and advise participants that they should negotiate with their home university for transfer of credit.

33. Stronger advocacy / awareness role [esp. related to 2003 IASL conference in SA]

34. Facilitate materials development, and materials sharing among school librarians, and among school library leaders, and school librarianship educators.

35. Develop reasonable fees for membership and conferences for disadvantaged countries.

36. Devise ways to help local people do research under the umbrella of IASL or IFLA to show the state of school libraries in their local country, and to show the Ministry of Education people that this is an issue of international concern.

37. Move to make access to quality school library and information service programmes a human rights issue.

38. Raising awareness of common issues that relate to many countries, and in every country

39. Help develop strategies for recruitment of individuals with leadership potential into the profession

IASL Handbook of Organization HANDBOOK OF ORGANIZATION
International Association of School Librarianship (IASL)
(As copied from the IASL website: www.iasl-slo.org/)

Role of Regional Directors
See also Article 11
See also Policies: Regional Representation on Board
See also the Directors Page

The Role of the Regional Directors of IASL is to:

1. to represent the IASL board and its officers in the director's area of origin, by providing a focus for IASL to which liaison and queries can be more immediately directed (the IASL director should receive complimentary copies of association newsletters and journals in the region);

2. to be aware of current concerns and needs in the area represented and to relay this information to the President as well as programs and projects which the organization should undertake, items for Board meetings, themes for future conferences, etc.;

3. to publicize the work of IASL as actively as possible in their regions through membership drives, sale of publications and general visibility at local, regional and national meetings of library and educational associations;

4. to be accountable in this work by providing copies to the IASL Secretariat of all articles regarding the IASL that have been published in state/national newsletters or journals;

5. to help achieve the mission of contributing to and sharing in world communication in the field of school librarianship, the area director should work towards the establishment/creation of **IASL liaison** within each member provincial or state/national teacher/school librarian association. The duties of that IASL liaison person would be:
   - to see that a copy of each issue of the state/national teacher--librarians' newsletter/journal is sent to the editor of the IASL Newsletter;
   - to organize the writing of, and the sending of the association's annual report for inclusion in the Assembly of Associations Communiqué;
   - to encourage the regular payment of association dues to the IASL for all countries in region;
   - to notify the area director of participation in the annual IASL conference by area representatives.
   - to give assistance they can to the solicitation/collection of membership fees in their area.

6. to attend IASL Board meetings and the annual conference as regularly as possible

7. to develop and work closely with **a network of Regional Associates**

8. to report regularly to the editor of the IASL Newsletter.

Regional Associates

This program is designed to assist in supporting and in collaborating with Regional Directors to identify contact persons in their countries, states, provinces or regions who are or will become IASL members to be designated a "Regional Associate".

The Regional Associate will:

1. assist the Director of the region and through regular reports of local news for the Newsletter;
2. assist in advertising IASL locally; assist in recruiting membership for the association;
3. assist in organizing events with the Director to raise the visibility of IASL in local area, e.g. speakers, workshops, collaboration with local conferences;
4. advise the Board on programs to be initiated, especially in developing areas;
5. attend a meeting of regional associates with directors at the IASL conference whenever possible.

Adopted: 1992.

International Association of School Librarianship (IASL)
Suite 300, Box 34069, Seattle, WA 98124-1069, USA
Fax: 1-604-925 0566
Email: iasl@rockland.com

IASL. SIG. - INTERNATIONAL DEVELOPMENT ANNUAL REPORT 1999

Co-ordinators: Gerald R. Brown & Sigrun Klara Hannesdottir

This is a new Special Interest Group as of the Board meeting in Israel, July 1998. Since its initiation there have been a wide range of activities undertaken to share information with the membership, to connect expertise, and to generally promote the association. The following is a summary of the activities. Further details could be provided upon request.

Objective 1:

To identify areas of expertise available among the membership for school library development projects.

AUSTRALIA:

Suzette Boyd of Methodist Ladies College, Kew, Victoria, Australia was identified and publicized as the winner of the 1999 PROGRESSIVE SCHOOL LIBRARY MEDIA AWARD.

Ms. Ryan and Ms Capra were recognized on six listservs through the press releases about the SIRS COMMENDATION AWARD 1999 for their project "Information Literacy Planning Outcomes"

AZERBAIJAN: Initiated contact with the Canadian Children's Books Centre to obtain advice on establishment of such a centre, programmes to members, and publishing activities

AZERBAIJAN / ARMENIA / GEORGIA

An announcement for a regional co-ordinator position for an Internet Program sponsored and directed by the International Research and Exchanges Board was forwarded to the membership.

CHILE: A packet of development materials about school librarianship in Canada, US and Australia was forwarded, and extensive discussion with the Faculty on application in course work development was undertaken

CHINA: Assistance of a teacher librarian was found in Beijing for Deborah Robbins in her travels from Australia for medical reasons. The connection has continued to prove valuable in sharing resources and information with an international school in China. A new association was identified with which IASL may develop connections.

CHINA: Connecting a Literature Specialist with the Canadian Children's Book Centre to obtain materials about Canadian authorship, and visiting or touring authors.

CROATIA: An advertisement was posted to the listserv concerning a position for a library science specialist in collaboration with the Associates in Rural Development.

CUBA: Kathy Lemaire shared an advocacy statement concerning the arrest of Cuban Librarians. While this is not IASL policy, several members used this document as a guide in preparing their personal response.

HUNGARY: A request was circulated for a guest lecturer to assist the Hungarian Association of Teacher Librarians at their VIII Summer Academy July 1999

LATVIA: Assistance was provided to the Department of Library Science and Information, Continuing Education Centre in the design of courses, the drafting of proposals for funding, and in the application of resource materials from the information packet generally circulated in Europe.

LITHUANIA: A packet of information about various software tools useful in schools was provided, with the commercial

contacts also made available. James Herring was their conference presenter in October 1998 Sigrun Hannesdottir and Kathy Lemaire did three seminars in the spring term

PALESTINE: The American Near East Refuge Aid project position for a librarian to direct a new information technology initiative was distributed widely

PERU: A Canadian teacher-librarian was connected to a school wanting guidance on how to do oral history projects

POLAND: Provided information about Canadian Children's literature for research purposes in the academic setting

RUSSIA (Moscow): Material for a School Library Column in a major educational periodical that goes to administrators. Background material on IASL was also forwarded.

SOLOMON ISLANDS: Mentorship was provided to Tony Dadalo in his survey work in SI last summer leading to his Library Science Degree at Loughborough University (July 1999)

SRI LANKA: Announcement of the World Bank Consultancy projects related to school libraries was distributed widely in school library related listservs

THAILAND:

Wilailuck Sintarpob was publicized as the winner of the JEAN E. LOWRIE LEADERSHIP DEVELOPMENT AWARD 1999. It is anticipated that he will attend this conference, and connections with colleagues will be appreciated.

Contacts were made between a librarian and several computer software companies using the MAC environment

ZIMBABWE: Information about the work of World Library Partnership, one of our associate members, was shared on the listserv as an invitation to volunteer, and later as an article about the kind of work that was accomplished by the work teams.

AMARC - Europe, the European Section of the World Association of Country Radio Broadcasters advertised for professionals in the broadcasting and media dissemination area to work through "Voices Without Frontiers"

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Objective 2:

To identify partners who need assistance in applying for grants (or similar funding) for projects, which fall within the objectives of IASL

CANADA: Encouragement and support was provided to the Ontario School Library Association in their advocacy of the "Information Studies" document to the Ministry of Education, and in the search for Ministerial endorsation for a new 'standards' type document for use in the province.

GHANA: Contact assistance and mentoring support was provided to a delegate at the Canadian Library Association Conference in Toronto, to visit related school library education programmes in Ontario, and also to visit schools in Connecticut, USA.

LATVIA: Assistance was provided in the development of consulting project proposals to be submitted to various funding agencies in northern Europe.

NIGERIA: A list of funding agencies for professional development and travel was provided to a member from an academic institution

SRI LANKA: A collection of school library policy documents was compiled from the support of members in Australia, Canada, and United Kingdom.

SWAZILAND: A collection of possible funding sources both internally and abroad was provided to a member.

THAILAND: Information about Internet Training Program and Funding Opportunities through the Sabre Foundation was forwarded to colleagues

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Objective 3:

To function in a consultative capacity to match available expertise to grant applicant needs

This aspect of the SIG. has not evolved well to this point. Instead, initial steps have been taken to provide information about professional development opportunities, which may be of interest to colleagues.

In addition, a variety of resources have been distributed, or information has been provided about sources for information on school library development.

The following professional development opportunities were publicized:

AUSTRALIA. Publicity for the Information Services in Schools 1999 On-Line Conference (July) sponsored by Charles Sturt University was distributed widely on the various listservs.

CANADA. Manitoba. Dr. Dianne Oberg led a seminar on global developments in school librarianship education, and related issues.

CANADA. Ontario. The Ontario Libraries Superconference, January 1999 was advertised abroad, and delegates from other countries did attend. No special sessions on international librarianship were scheduled, but members of the IASL Board did participate in the conference.

CANADA. Ontario. The conference: Summit 2000: Children, Youth and the Media Beyond the Millennium, 13 - 17 May 2000 has been publicized.

CUBA: An art and cultural exhibit to correlate with the Pan American Games in Winnipeg, Manitoba was promoted widely as an international learning experience among schools and educational groups. Several teacher-librarians collaborated on a study guide, involving local Cubans as resource people.

IRELAND: Training workshops in Participatory Research and Action Planning

IRELAND: The Tip O'Neill Fellowship in Peace Studies was forwarded to interested members. Librarians were encouraged to apply.

KAZAKHSTAN: Publicity for the ISAR - Central Asia Job Opening for a Project Co-ordinator to work in media development was provided

MEXICO: Applicants were encouraged to represent Canada and the United States at the Transborder Library Forum 1999

MIDDLE EAST: Amnesty International - London Press Office Team sought our assistance in advertising for a Media and Audio Visual Programme Production Co-ordinator

SOUTH AFRICA: Listing of conferences and workshops related to the work of the South African Development Community of the United Nations Development Programme. Follow up action was referred to Dr. Sandra Olen and Genevieve Hart

U.S. New York Times. Information about the article "Seek - But on the Web, You May Not Find" which is an article about the effectiveness of search engines was distributed widely

"WORLD BANK Recruitment Procedures" information was provided to the listserv for members who may wish to have their expertise listed with this agency. + = = = +

In the area of **Resource Awareness,** the following promotions were undertaken:

CANADA. ATLC -PEI Conference. ***"New Tools for Teacher-Librarianship Education"*** appeared in 6 journals

CANADA. British Columbia. ***"Red Cedar Book Awards"***

CANADA. Ontario. Promotion of ***"Information Studies"*** a curriculum guide document for schools was assisted.

CANADA. Prince Edward Island. ***"High Interest, Easier to Read - Bibliography"***

CARIBBEAN. ***"Research in Technical and Vocational Education - a Listserv"***

CHILE: An education and information packet similar to those sent to the European Community was shared with Chilean educators.

EUROPEAN COMMUNITY:

Through a collaborative effort of the AASL, ATLC, CSLA, PEITLA, SSLA, and some individuals, a compilation of documents for use in teacher librarianship education were provided to 50 leaders in school and teacher librarianship education and development in Eastern European Countries. The response to these packets has been most enthusiastic. The next step will be to see if these individuals can become connected to the listserv and website, and make to a contribution to the Assembly of Associations. Cost for this project to the association was $ 390.00. Additional costs were funded by an anonymous donor.

ST. LUCIA: Documentation of school library programme assessment tools and reports were provided by the Organization for Cooperation in Overseas Development to institutions in Australia, Canada, and the UK.

UNITED NATIONS. ***"By the Sweat & Toil of Children"*** document & website

UNICEF material entitled ***"Global Village Game Site"*** which received a special commendation was advertised to members

U. S. Information about the ***Big Six*** approach to Information Skills development was distributed, including documentation of the video and book that came on the market during the past year.

U.S. "Public Space in Cyberspace: Library Advocacy in the Information Age" booklet was noted on the listserv

VIETNAM: A liaison was established through the ***LEAD-VN Newsletter*** in collaboration with The Library and Education Assistance Foundation for Vietnam, to provide information about school library programmes to Vietnamese educators.

Websites:

Special credit is given to Dr. Laurel Anne Clyde for her skill and vigilance in providing website information to the membership, and in making the links easily accessible.

Electronic Journals which have been promoted include:

"I*EARN In ACTION" web site for the International Education and Resource Network High Tech Traveler: Communications & Technology School Libraries in View: Information About School Libraries Internationally

Objective 4:

To facilitate the exchange of membership expertise on a voluntary basis through the International Volunteer Assistance Programme or other similar programmes in other organizations.

Ted Monkhouse has been active in promoting this programme on the listserv. His comments appear in a separate report. In addition, Ted had made an effort to have information about IVAP appear in an unknown number of association newsletters around the world (some of which he saw) as he sent to known editors and IASL Regional Directors, a variety of camera-ready, promotional advertisements for inclusion in newsletters wherever the regional director was stationed. Ted too, is very much aware of the paucity of electronic communication in most of the world as well as the horrendous costs associated, prohibitive to most, if not all.

Assistance was provided to a member in MEXICO with respect to Volunteer Opportunities Overseas, and agencies connected with this activity.

In addition, many referrals to other Board members have been made. To Dr. Knuth for AOA connections, to Dr. Todd for the SIG. - International Schools; and to Dr. Woolls for letters of welcome to conferences abroad and new associations in China.

Recommendations:

1. That a budget of $ 500.00 US be provided to continue the work of providing information packets to school library educators and leaders in developing countries, and to otherwise facilitate the work of the committee.

2. That the Committee continue to undertake activities that will assist the members within the objectives, and will encourage new people to join the association

3. That the application of the IVAP be carefully evaluated over the coming year to determine its viability at this time.

International Association of School Librarianship:

Special Interest Group - International Development Report 2000

Co-ordinators: Gerald R. Brown & Dr. Sigrun Klara Hannesdottir
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Annual Report for the Period 01 July 1999 to 30 June 2000

Objectives and Action Related to Each Objective

1. *To identify areas of expertise available among the membership for school library development projects*

1.1 In cooperation with the Conference Planning Committee, **two summer school institutes** have been organized under the auspices of NORDINFO, Nordic Council for Scientific Information. Invitations to members have been forwarded in print and electronically. In addition, special invitations have been sent to Nordic, Baltic and Central European agencies and institutions to encourage their participation.

Dr. Penny Moore from Wellington, New Zealand, Maureen Trebilcock, Auckland, College of Education, Auckland, New Zealand, Dr. Jean Donham, Cornell College, Mount Vernon, Iowa USA, and June Gross, Blake Upper School Library, Minneapolis, Minnesota, USA have been recruited to lead the seminars.

1.3 Assistance was provided to the **Hong Kong** Ministry of Education, Advisory Inspectorate Division, with respect to IASL members who might assist Agatha Sit, Seconded Librarian, with strategic planning for resource based learning and technology skills development programmes. These suggestions complimented the work already being undertaken there by James Henri.

1.2 Identified a good **directory** of international schools around the world through the web site of the International Schools Services:

http://www.iss.edu/directory/directory.html

and made this information available to the Secretariat for follow-up and recruitment.

1.3 Forwarded information about job vacancies, opportunities for employment, and credentials evaluation processes to Australian and **Bangladesh** members wishing to work in Canada.

1.4 Re-directed colleagues in **Azerbaijan** to strategic planning resources for a Training Center for Librarian's Continuing Education, and to reports from other developing countries which could assist in programme development.

1.5 Participated in the Association for Teacher Librarianship in **Canada** Conference held in conjunction with the Saskatchewan School Library Association in Moose Jaw, Saskatchewan 10 -12 May 2000, with exhibit of materials and presentation. The Conference Theme was Y2K: Yes to Knowledge.

1.6 Assisted in a presentation at the Canadian School Library Association in Edmonton, Alberta, **Canada,** 25 June 2000 on Global Perspectives on School Library Development, and collected additional research data on what school library personnel consider to the be priorities for development in the immediate future.

1.7 Assisted the People to People Ambassador Programs, located in Spokane, Washington with names for both

active and retired members who might be interested in the forthcoming US School Librarians Delegation to the People's Republic of **China**, 12 - 20 October 2000

1.8 Assistance was provided to the **Hong Kong** Ministry of Education, Advisory Inspectorate Division, with respect to IASL members who might assist Agatha Sit, Seconded Librarian, with strategic planning for resource based learning and technology skills development programmes. These suggestions complimented the work already being undertaken there by James Henri.

1.9 Recommendations were submitted to the Organizing Committee of "**Crimea 2000**" Seventh International Conference held on 03 - 11 June 2000. A member of IASL from Moscow made a presentation, and prepared a report for the membership.

1.10 Recommended IASL members to participate in the URSI "Commonsphere 2000", the International Millennium Conference on 'Affordable Telecom and IT Solutions for Developing Countries" to be held 28 February - 02 March 2000 at the Indian Institute of Technology, Chennai, **India.**

1.11 Assisted the Principal of the Ventspils Adult School, **Latvia,** with research on the development of Adult Education Programmes in Canada, with special emphasis on the role of the school library in adult education.

1.12 Undertook a series of presentations, seminars and school library programme assessments in cooperation with the University of **Latvia** Continuing Education Centre, Latvia Ministry of Education, Latvia School Library Association and NORDINFO, during the period 12 April to 06 May 2000.

1.13 Connected school library leaders in **Mexico** and Manitoba for a student project exchange and gift programme.

1.14 Assisted in publicizing a job opportunity for a school library development officer to work in the **Oman** Ministry of Education Curriculum Development Branch, to develop skills continuum and the related staff training for all schools. This is a very exciting job description.

1.15 Assisted in identifying a candidate to join the World Bank as Electronic Resources Librarian for the South Asia Region and based in **Pakistan.** This is a very exciting position, with opportunity to exert considerable influence for an integrated library and technology programme in many countries in the region.

1.16 Shared a report from Astapenko Elena Vladimirovna, from Moscow, **Russia** on the impact the IASL conference in Birmingham, USA 1999 has had on her thinking, and programme planning. This was shared as an encouragement to others in developing or re-developing countries, and a nudge to get them to apply for funding to attend future conferences.

1.17 Extended sympathy to the family on the bereavement of Sandra Olen, **South Africa** Director who has been of tremendous assistance and encouragement to many new and young members in that region.

1.18 Assistance was provided to a member from **South Africa** who attended the Canadian Library Association Conference in Toronto, June 1999, and who wished to be put in contact with school library educators and leaders in that area, and the North Eastern United States. Several contacts were affected.

1.19 Shared the publication and CD from the Proceedings of the International Seminar for School Librarians that was held in Chile, **South America** in October, 1999 with Spanish speaking colleagues in Cuba, and Spain. This valuable document is needed in translation in other countries, since many of the sessions were of such a practical nature for people in developing countries.

1.20 Shared a directory of school library educators and leaders in **South America** as compiled by Gloria Hall, former director for the region, with the Secretariat and with the current Regional Director. The issue here is one of language of work. Most of the IASL documents are not available in Spanish.

1.21 In Sri Lanka, Gerald Brown facilitated presentations, seminars, course writing, and staff development training **for the Ministry of Education** from 17 October 1999 to 04 February 2000. A strategic plan of action was produced in collaboration with the local leaders to initiate a **National Institute for Library and Information Services** for the country. Numerous presentations were made.

In one particular university, the faculty were very active in examining the steps needed to move from a traditional library to an integrated library & technology centre, and to practise ways of designing their assignments to more effectively use information skill processes in their teaching in the content areas.

The World Bank has provided significant money to develop the library and information services programme in this nation.

1.22 Recommended candidates for a Consultant in Records Management to work with the Organization of Eastern Caribbean States main library in **St. Lucia, West Indies** to streamline the registry procedures and to computerize the processes.

1.23 From time to time, job postings for other agencies where the position might be of interest to an IASL member have been forward to the IASL - Link, such as Amnesty International,

2. To identify partners who need assistance in apply for grants (or similar funding) for projects, which fall within the objectives of IASL

2.1 Assistance was provided to members in Botswana, Latvia, Sri Lanka, and Swaziland with respect to areas where they might seek financial assistance.

2.2 The general listing for places for school library personnel to apply for travel funds for the Malmo, Sweden conference was publicized on the IASL Link.

2.3 Non-Profit Organizations was the title for a distribution to IASL-Link respecting career opportunities, funding resources, volunteerism, and related matters.

http:// www.philanthrophy.com (The Chronical of Philanthropy)
http://www.charityvillage.com (Charity Village)
http://www.apc.org (Association for Progressive Communications)
http://www.web.net (Web Networks)

2.4 Grant Resources on the Web

http://www.ala.org/acrl/resjuly99.html

is an excellent webliography of grant resources on the Internet covering a selected list of searchable le databases, electronic publications, foundations, government agencies, newsgroups as well as various aspects of funding and successful grant writing.

2.5 Funders Online is an initiative of the European Foundation Centre Orpheus Programme, and it is designed to promote and underpin the work of foundations and corporate funders in the New Europe.

http://www.fundersonline.org

3. To function in a consultative capacity to match available expertise to grant application needs.

3.1 Assistance was provided to Azervaijan, Latvia and Thailand personnel in the drafting of funding proposals for continuing education activities

There have been few requests of this nature to this time.

4. To facilitate the exchange of membership expertise on a voluntary basis through the International Volunteer

Assistance Programme, or other similar programmes available in other organizations.

Ted Monkhouse has posted several notices to the listserv with respect to this project. The response has been disappointing. He raises the question, "Do many of the people who might like to apply to this source, not have membership in IASL nor have electronic connections ?" This point well have merit, and the Board is requested to give the issue consideration in respect to IVAP, and many other aspects of the work of the association.

Secondly, the "retireds" who may still be available to travel and do this type of work do not seem to be making IASL one of the memberships to renew. Is this an issue that needs to be considered also ?

5. Additional related activities

5.1 Approximately six feet of **archive** documentation of activities related to IASL over the past ten (10) years were presented to the Archives at Western Michigan University by Gerald Brown. The material was chronologically organized in ring binders by association year. It was indexed to provide ready access by producer or source of the document, date, recipient, and subject. This index was produced in printed format, and was also available in a diskette.

An article about the presentation of the material appeared in WMU Friends of the University Libraries "***Gatherings***" Spring issue 2000, No. 24, p. 5 - 6

5.2 Reviews have been prepared for IASL - LINK for materials from Australia and Chile

5.3 Articles have been submitted to several journals in Australia, Canada, Finland, Latvia, and Sri Lanka regarding activities related to international school library development. Articles have also been submitted to the IASL Newsletter.

5.4 Recommendations were made to the Vice President - Association Operations with respect to the preliminary applications for the Newsletter Editor position.

5.5 As resource documents have been found which might be useful to colleagues in developing countries then have been posted to the IASL-Link, and occasionally acquired for specific programmes on request. Some such printed documents include:

"Guide to Institutions Supporting Librarianship in Developing Countries", a publication for IFLA /ALP Project report no. 7, is now available on the web at

http:// www.nlc-bnc.ca/ifla/VI/1/report7.pdf

The above publication can be order in print form from the ALP International Focal Point

IFLA ALPA c/o Uppsala University Library, Box 510, S 751 20 Uppsala, Sweden

Pacific Islands Association of Libraries and Archives (PIALA) Proceedings from the 8 th Annual conference, entitled ***"Libraries, Archives and Museums: What's in Them for Us? 1998".***

Contact: Arlene Cohen, RFK Library, University of Guam, UOG Station, Mangilao, Guam 96923, USA e mail: achoen@uog9.uog.edu Price: $ 25.00

Proceedings from Conferences in 1993 - 1997 are also available.

"Technology Guide for Libraries: Libraries in American Sponsored Overseas Schools", from Association of American Schools of Central America, Colombia, Caribbean and Mexico, c/o US Embassy - Quito, Unit 5372, Box 004, APA AA 34039, Quito, Ecuador.

"Where do I start ? A School Library Handbook," from Santa Clara County Officer of Education, 1290 Ridder Park Drive # 232, San Jose, California 95131 - 2398, USA 150 p. $ 30.00

5.6 Related agencies have been noted for your information:

NORDBOK, is one of the art - committees of the Nordic Council of Ministers, which has as its main focus, literature and public libraries. It may be a source for funding for school and public library collaboration projects and for children's literature publishing and translation. The mailing address is

NORDBOK, Biblioteksstyrelsen, Nyhavn 31 E, 1015 Kobenhavn K, Danmark.
E-mail: bs@bs.dk

World View Information System (WVIS) for basic education NGOs in Africa and South Asia has contacted this SIG for information sharing. It is poised to connect individuals and organizations involved in spreading literacy in the form of basic education and or primary education. For more information, contact the web site: Kalyan Mitra, Database Coordinator in News Delhi, India at

email: < wvbo@del2.vsnl.net.in >

Directory

A draft directory of individuals, associations and institutions that have been contacted, and with whom work has been undertaken during the past two years has been developed.

Summary

From the report it should be apparent that SIG - ID has been active this year. The response from the membership in developing countries has been mostly by snail mail. Generally the access to electronic services are limited, or the training is slow in being undertaken.

Feedback from the participants and the recipients has been most positive. The individuals and institutions respond favorably to personal and individualized approaches. The challenge now is to have this SIG become better known to the membership, and to individuals who might wish to become members.

Recommendations 2000 - 2001:

1. That this report be accepted by the Board as information, and that it be distributed to the membership as a component of the Annual Reports for the current association year.

2. That the SIG - ID be maintained as an active section of the Association structure, with the usual budget for its operation, as equal to all other SIGs.

3. That the role and function of the International Volunteer Assistance Programme be advertised both electronically and in print to the membership, and through the journals and newsletters of the participants of the Assembly of Associations.

Draft **DIRECTORY OF CONTACT PEOPLE** **Draft**

Draft Compiled by Gerald R. Brown **2000.09.05**

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Ms Daisy A. Lake, Supervisor, Phone: 758-462 - 5606
Library Headquarters, P. O. Box 620
Princess Margaret School
Dickenson Bay Street, St. John's, ANTIGUA, WEST INDIES

Australia. Catholic Primary Teacher-Librarian Association
P.O. Box 523 Kingswood 2747
Australia E mail: mcnulty@tig.com.au

Australian Library and Information Association (ALIA)
National School Library Section
Attn: Maree McDonagh or Sandra Ryan E-mail: sacre@ozemail.com.au

Australia School Library Association (ASLA)
Business Officer
1/5 Pultney Street
Dandenong, Victoria 3175
Australia

Australia School Library Association - ACT
Attn: Jill Johnson, Phone: 616-286-1155
Teacher-Librarian, Marist College FAX: 616-298-7224
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Griffith, ACT 2603, AUSTRALIA

Australian School Library Association (NSW) Inc
Work FAX: 02 - 680-4277
P.O. 1336 Home FAX: 02 - 639-7007
Parramatta, New South Wales 2124 Home phone: 02 - 639-7007
AUSTRALIA E mail: tbruce@ozemail.com.au
http: //lorenz.mur.csu.edu.au/pta/asla/

Australia. School Library Association of the Northern Territory Inc. (SLANT)
c/o CASU Teacher Resource Centre
Northern Territories Dept. of Ed. Phone: 08-8922-0723
P.O. Box 40063 Fax: 08-8922-0789
Casualina, Northern Territories E mail: casu@topend.com.au
AUSTRALIA

AUSTRALIA

Australia. School Library Association of Queensland (SLAQ)
c/o Karen Bonanno, Director
Queensland Library & Information Services
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